



Inclusive, Dyslexia Friendly Schools

Quality Mark

School	Date of reaccreditation	Assessors
Threemilestone School Polstain Road Threemilestone Truro Cornwall TR3 6DH	Thursday 15 th June 2023	Delia Hazell Dyslexia Cornwall Toby Wilson CC Cognition and Learning Service

Threemilestone Primary School are part of Truro and Penwith Academy Trust (TPAT). The school were awarded a continuing 'Good' OFSTED judgement in 2018.

The assessors spent approximately five hours in the school. They based their judgements on concrete evidence, internal school performance data, a tour of the school, including the school library, led by pupils, observations of small groups, discussions with the head teacher, deputy head teacher and SENDCo and meetings with pupils from key stage one, lower key stage two and upper key stage two. Discussions were had with the following:

- Suzannah Teagle, head teacher
- Claire Ewart, deputy head teacher, SENDCo
- Katie Webb, assistant head teacher
- Sue Brown, assistant head teacher, EYFS class teacher
- Jenna Johnston, phonics and reading lead
- Emma Thomas, TIS Practitioner and Pupil Support Mentor
- Jo Ascroft, Learning Champion, class teacher
- Fran Julian, Speech and Language teaching assistant
- Jasmin Tregidga, Co-Chair of Governors and governor responsible for SEND

Everything below is based on the evidence gathered on 15.06.2023 and should be read in conjunction with the school's application.

Threemilestone School has been awarded the Inclusive, Dyslexia Friendly School Plus Quality Mark



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The following was evident:

- Threemilestone School has overwhelmingly established a positive, inclusive ethos throughout the school. The assessors felt welcome immediately upon entrance to the school.
- As the assessors moved around the school, they were acknowledged with a smile and a greeting. The pupils who led the school tour were confident, passionate and highly enthusiastic about their learning. They are a real credit to the setting. They were able to tell us in detail about their past and current learning and discussed the many strategies and resources they had access to in order for them to achieve to their potential.
- Staff work hard with pupils and parents to create a sense of community. Pupils are highly valued, their needs come first and provision is detailed and personalised. Staff have detailed knowledge of their pupils. This is supported by many members of school support staff who specialise in different areas, including Jo Ashcroft who undertakes dyslexia screening with pupils identified as being at risk of dyslexia. Assessment informs provision well. The recommendations from these screenings are then embedded into the curriculum for each pupil who is screened to support their learning. The results and next steps are share with home to enable parents and carers to support learning and to celebrate individual strengths of pupils.
- The school makes provision for children with a wide range of need and has dedicated spaces to support those with speech and language needs, and pupils who need support with their social, emotional and mental health. Pupils on the record of need each have a one-page profile outlining their strengths and needs, and how to best support them. The assessors were particularly impressed with the investment that the school had made into developing the roles of support staff. Staff members such as Fran Julian, who specialises in supporting those with speech and language needs, and Emma Thomas who leads pupil mentoring and is also a TIS practitioner are a huge asset to the school and wider community. The impact of their work can be seen in all areas of the setting.
- The roles of staff are ever evolving and developing to meet the needs of pupils. For example, Jo Ascroft discussed with me how her role as Learning Champion is being developed over the next academic year to include more time for running interventions with pupils.
- Jenna Johnston discussed with the assessors that the school are now using the Little Wandle phonics scheme as they feel that it suits the needs of their pupils best and is less subscripive than their previous scheme. Jenna mentioned that Little Wandle works well for pupils with dyslexia and other needs and that the school are in regular contact with Little Wandle to further develop the scheme. Threemilestone School have been selected by Little



Wandle to become the first Little Wandle Champion School in Cornwall; these are schools who meet Little Wandle's 16 Standards of Excellence and are responsible for facilitating collaboration and the sharing of best practice between Little Wandle schools.

- The school has a very positive relationship with outside agencies and work closely with them to support pupils' learning. These include Cornwall Council commissioned SEND support services, the NHS speech and language service alongside privately commissioned providers such as a speech and language therapist from the Kernow Learning Academy Trust. Advice from these agencies is embedded into the provision for each pupil.
- Technology is used well to support pupils in their learning. Each pupil has access to a Chromebook with a range of dyslexia friendly software which is used well throughout the school. The school are in the process of updating their technology in line with TPAT's Digital Transformation Process which will further the technological support available to assist pupils with a wide range of need including dyslexia.
- Transition between the school and secondary settings is strong. The school works closely with each secondary setting to ensure a continuation of appropriate support for pupils with SEND.
- Parents had overwhelmingly positive comments to make during the meeting with the assessor. Several parent questionnaires were received and also contained praise for the staff at Threemilestone. Specific comments are included in the summary written by Delia Hazell, below.
- Parental engagement is highly valued and this has had a significant positive impact upon the school. Parent/school relations are strong. The school sees parents and carers as central to making children's learning a success at the school and meets at least termly with the parents/carers of pupils identified as having SEND to set targets and review provision.
- The head teacher, deputy head teacher, assistant head teachers and SENDCo are highly inspirational and motivational leaders. They each have a wealth of knowledge and experience. They recognise and promote to all staff the importance of building trusting relationships with the pupils and establishing mutual respect. Staff have extensive knowledge of and clear visions for their pupils. The parents largely agreed with this when sharing their views with the Dyslexia Cornwall assessor.
- It was evident that the IDFS+ process was a whole school approach. It was ably and enthusiastically led by Claire Ewart, who felt well-supported by the team. Support staff discussed with the assessors how much is invested in the training of all staff to support all pupils, including those with SEND. They also discussed how there is consistency of practise throughout the school. For example, during the visit a teaching assistant who is usually based in year six supported in an EYFS classroom. Due to consistency across the school, she



was clear of her role within the classroom. Support staff discussed with the assessors that all staff have received training focusing on precision teaching which has made a positive difference to pupils.

- All classrooms observed were positive, purposeful learning environments. All children were involved and engaged in their learning. Part of this is due to the ethos that is created. The displays were accessible without being over stimulating, streamlined and included only essential information. Pupils involved in small group learning were very well supported by the skilled members of staff working with them.
- Lessons are highly resourced and the assessors observed a wide range of inclusive strategies being used. TAs are very well briefed and deployed. The TAs were effectively supporting children during their learning whilst also allowing them independence. The resources were offered to all pupils as options and the assessor observed the learners using the resources when needed. It was apparent that the resources were part of the children's everyday working practice. There was a wide range of technology being used in the classrooms. It is fantastic that each pupil has access to their own Chromebook for their learning, and the assessors witnessed how well these are used to support individual needs. It was also positive to see that there are toolkits in each class with a range of resources available to support learning.
- The library is in the process of being updated. Due to a lack of space for interventions, the current library is being transformed into an intervention space. The library will be spread out throughout the school with book shelves in each classroom and corridor. Suzannah Teagle discussed that this will make books more visible and accessible throughout the school for all pupils.
- The assessors met with several children from EYFS up to Year 6. The children brought in a range of resources which they used to help them with their work. They also shared pieces of work which were special to them. All pupils were incredibly positive about the school and the content of their books demonstrated the additional support available to them to help them achieve. For example, one upper key stage two pupil showed an assessor some of their dictated work created on the Chromebook.
- The assessor met with Dr Jasmin Tregidga to discuss her role as SEND governor. She discussed with me that the provision for SEND hasn't remained static at Threemilestone and has continued to evolve over time. The next steps will be evidencing the impact of provision. The school work closely with governors to discuss what the pupils with SEND at Threemilestone need and what support will work for them. It is clear that governors work effectively with the head teacher to provide the very best support for all pupils.

The Dyslexia Cornwall assessor stated in her report:



Thank you and congratulations to all the teachers, TAs, those on reception, the lunch team, parents and Governors and not least the delightful students who showed me round the school, and the lovely group of key stage two pupils who talked to me about their learning and the support they get from teachers and TAs.

Everyone helped to make it a special, memorable day for me and your school is a worthy recipient of the IDFS+ award.

The feedback from the Dyslexia Cornwall questionnaires was very positive.

A few quotes might be useful:

“The staff my son has contact with have been great in supporting him with his language difficulties. I feel the school is making every effort possible to seek out the children who need help.”

“The school, has been very helpful, putting things in place to make my son’s life easier and for him to get through the day.”

“We are delighted by the support offered to our son to assist his learning.”

“I think it is great people are talking about the strengths (of dyslexia) as this was never talked about when I was a child “

“I totally trust that my child’s mental health is valued and considered.”

A couple of comments which tie into your areas for development.

“As he gets older I would like to see him using more speech to text software.”

“Some of the more subtle traits like knowing things or being given information in advance needs to be worked on.”

Please read the table below in conjunction with the application for the quality mark.

Indicators that have been adjusted are in bold and colour. **Green** is used where it was felt the indicator had moved along and **blue** is used where it was felt the indicator needed to go back for further consideration.

Standard One: The Inclusive, Dyslexia Friendly School

a. Leadership and management

Indicator	developing, established, enhancing
1. The school website, SEND Information Report and school policies make reference to inclusion, accessibility and the celebration of diversity.	Enhancing
2. In the <u>SEN Information Report</u> , the school explicitly describes the support given to learners with cognition and learning needs.	Enhancing
3. <u>Parents, learners and governors</u> have been actively involved in the IDFS+ initiative.	Developing
4. <u>The school improvement plan (SIP)</u> includes targets regarding the achievement of IDFS+ status.	Enhancing
5. Senior leaders and governors expect <u>all staff to be proactive</u> in implementing and promoting inclusive practice in line with IDFS	Enhancing
6. Learners with cognition and learning needs <u>are supported pastorally</u> as well as academically.	Enhancing
7. <u>Support staff are valued members</u> of the school and are supported in applying inclusive strategies.	Enhancing
8. Support staff have a range of specialisms including the <u>Dyslexia Champion role</u> . A HLTA has the role of Dyslexia Champion.	Established
9. <u>Resources (including human resources)</u> are allocated to ensure effective implementation of the IDFS+ initiative.	Enhancing
10. <u>Transition from phase to phase</u> is seamless and a positive experience for learners.	Enhancing

b. Training

1. The school provides staff with opportunities to participate in <u>online training</u> re cognition and learning needs e.g. webinars, the Inclusion Development Programme (now archived but still accessible).	Enhancing
2. All teaching and support staff have undergone <u>Inclusive, Dyslexia Friendly Schools training</u> .	Enhancing



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3. <u>All governors are given IDFS+ training</u> and understand the statutory requirements outlined in the SEND Code of Practice.	Enhancing
4. <u>An IDFS+ pack</u> provides information regarding the inclusion of learners with cognition and learning needs and is available to all staff and governors.	Established
5. All new staff have an <u>IDFS+ induction programme</u> .	Established
6. A key member of staff has a nationally accredited post-graduate SEND or assessment qualification.	Enhancing

Standard Two: Teaching and Learning

a. Assessment and planning

1. <u>Data</u> is used to identify, monitor and track the progress of learners with cognition and learning needs.	Enhancing
2. <u>Identified learners are individually assessed</u> using a range of assessment tools; school data, standardised tests (e.g. the DST). The outcomes are used to inform provision.	Enhancing
3. <u>All staff understand and make provision for their learners</u> with cognition and learning needs.	Enhancing
4. All staff know <u>who to approach</u> to get advice and support re meeting the needs of their learners.	Enhancing
5. Learners with cognition and learning needs have <u>an assess, plan, do, review (APDR) document (or equivalent)</u> with clearly stated SMART outcomes, targets and strategies for staff to break down barriers to achievement.	Enhancing
6. Staff use the APDR document (or equivalent) in their joint planning	Established

b. Provision - do

Universal	
1. The school recognises that the <u>language used is key</u> to positive self-image and enhanced learning.	Enhancing
2. <u>Self-esteem is improved</u> by valuing individual diversity, building on strengths, ensuring and praising success and facilitating peer understanding and support.	Enhancing
3. The curriculum is <u>highly differentiated</u> in order to meet the needs of all learners.	Enhancing
4. Support in the classroom enables independent learning.	Enhancing
5. Learners are <u>grouped appropriately</u> i.e. according to general cognitive ability as well as other specific needs.	Enhancing
6. Teaching staff use <u>multi-sensory teaching</u> . Learners learn in a multi-sensory way and use a variety of methods to record their learning.	Enhancing
7. <u>Work is marked for success with limited spelling correction</u> . It focuses on content and identifies points for improvement.	Enhancing
8. Strategies are in place to ensure that homework is <u>differentiated, understood and achievable</u> .	Established

Targeted	
1. Individual or small group intervention is available where appropriate. Clear targets are set, impact is evaluated and teaching staff ensure learnt skills are reinforced in the classroom.	Enhancing
2. The school provides mentors, peer buddies, counsellors etc. where appropriate.	Developing
3. Access arrangements are made available when appropriate. Skills (i.e. dictation) are taught and practiced in all school tests and examinations.	Enhancing

c. The school/classroom environment and resources

1. The <u>physical environment</u> of the school is uplifting, inclusive and accessible	Established
2. <u>Classroom resources</u> are used to ensure independent learning.	Enhancing
3. Resources are <u>appropriately positioned</u> and clearly labelled with pictures as well as words	Developing
4. <u>Key words and other learning prompts</u> are displayed around the classroom.	Enhancing

5. <u>Technology is used effectively by staff to enhance learning.</u>	Enhancing
6. Learners have access to a range of technology	Established
7. <u>IT accessibility tools are available to all learners e.g. text-to-speech and speech-to-text.</u>	Developing
8. <u>Alternatives to copying</u> from the board are used e.g. mind maps and story boards	Established
9. An <u>accessible font</u> is used and <u>pastel colours</u> available as appropriate for worksheets, interactive whiteboard backgrounds etc.	Established
10. <u>Resources to support the development of basic skills are available to all</u> and can be found in every classroom, e.g. in a toolkit, bag or folder.	Established
11. <u>A selection of high interest/ low reading age books</u> are available in each classroom and/or school library.	Established
12. The school has a welcoming and well-established library.	Established



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Standard Three: Partnership and liaison with parents or carers - review

1. <u>The school liaises with parents</u> and develops a partnership approach.	Established
2. The school <u>invites parents/carers in</u> to help them review their child's progress through <u>an ongoing cycle of review meetings as outlined in the SEND Code of Practice.</u>	Enhancing
3. Parents/carers are able to access information through a booklet and/or a school webpage on a range of cognition and learning needs. The booklet and/or webpage describe how these needs are met, <u>both pastorally and academically</u> , in school. Information is also provided about the SEND Code of Practice.	Established
4. The school <u>provides parents/carers with information</u> on the screenings and assessments used in school.	Enhancing
5. The school <u>promotes an ongoing partnership with parents/carers to ensure effective learning at home and in school</u> , whilst taking into account that some may have their own needs.	Established
6. Parents/carers <u>know where to go for help</u> if problems are not resolved.	Enhancing
7. The school <u>recognises the difficulties homework and learning spellings can present to learners with cognition and learning needs and to parents/carers</u> (particularly if they have their own needs).	Established

Standard Four: Working in Partnership with Children and Young People

1. The school ensures that <u>learners are involved with their learning</u> . Staff help learners to understand their learning preferences, the strategies which work for them and <u>to value their achievements</u> .	Established
2. The school finds out about <u>learner interests, strengths and weaknesses</u> and includes these in their APDR document (or equivalent) and in planning.	Enhancing
3. Learners are offered help with their <u>emotional needs</u> from a variety of people within the school.	Enhancing
4. Learners and young people have <u>somewhere or someone to go to, if they need to</u>	Enhancing

5. The school works hard to <u>raise awareness</u> of cognition and learning needs amongst their learners to remove the stigma and provide <u>positive role models for all learners</u> .	Enhancing
6. Learners and parents/carers are <u>included in decisions made</u> regarding access arrangements and are asked for feedback. Access arrangements are in place as the <u>normal way of working</u> for learners with cognition and learning needs throughout the key stages.	Enhancing
7. The school community used <u>positive language</u> in order to ensure <u>good self-esteem, positive self-image, progress and achievement of its learners</u>	Enhancing

Overall, this equates to:

Standard:	Number of standards achieved in this area:	Percentage achieved:
Developing	(4/60)	7%
Established	(18/60)	30%
Enhancing	(38/60)	63%

Points for Consideration:

- Continue to develop the use of technology to support pupils with dyslexia and other needs, in line with TPATs Digital Transformation Policy
- Continue to develop a school buddy system or peer mentor system to support pupils who may benefit from such support. Consideration could be given for appointing an upper key stage two pupil as a dyslexia mentor for other pupils to demonstrate successes and future plans
- Continue to develop classroom so that resources are clearly labelled with pictures as well as words
- Continue with the development of the school library to ensure books are visible and accessible to all pupils
- Consider establishing informal face-to-face information sessions for parents of SEND pupils to attend to discuss support strategies. Liaise with Dyslexia Cornwall regarding their possible attendance at any information sessions for parents of learners with SEND